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# The Purpose, Content, and Value, of the High School Mimeographed Newspaper

Earl Arthur McKay

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THE PURPOSE, CONTENT, AND VALUE,  
OF THE  
HIGH SCHOOL MIMEOGRAPHED NEWSPAPER

A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

by  
Earl Arthur Mc Kay

In Partial Fulfilment of the Requirements  
for the Degree of  
Master of Science in Education

July 1953



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M19

This Thesis, offered by Earl A. Mc Kay, in partial fulfilment of the requirements for the Degree of Master of Science in Education at the University of North Dakota, is hereby approved by the Committee of Instruction under whom the work has been done.

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## CHAPTER I

### STATEMENT OF THE PROBLEM

The problem, in the main, is to reveal the potential of the high school newspaper to those who administer our schools, and to show how newspapers are being handled in schools throughout the nation, but with special emphasis on institutions in the immediate area.

Acquaintance with many high school newspapers, extending over a period of some eighteen years, has led to the realization that boards of education, administrators, advisers, and newspaper staffs do not recognize the real "power of the press". They have no clear notion as to what good newspapers can do for their schools; both within the schools and outside the schools.

When compared with the average local weekly publications, school newspapers have a reader interest all out of proportion to their circulation. In a survey taken in 1943 (11), it was discovered that a high school newspaper, with a circulation of 200 copies, was read by over 1200



persons. Some copies, placed in business establishments such as barber shops, beauty shops, and doctor's offices, had as many as 30 readers.

With the average family placed at 3.4 persons, as reported in the United States Census of 1950 (p. 390,27), the average single copy had been read by 2.6 persons in addition to those of the family into whose home the newspaper found its way.

Certainly school administrators desire to acquaint the community with the work of the school, hoping thereby to gain its support for worthwhile activities. The school newspaper is the most potent tool, for this purpose, at the command of the school authorities. However, two things are necessary before the program can be assured of any degree of success; one, the school program must be good before it is allowed any extended publicity and, two, the publicity must not be obvious.

The importance of school publications, and especially of newspapers, can be gaged by Mc Kown's treatment of the subject in his excellent book on extra-curricular activities (p. 350-502, 8). He devotes six chapters, almost twenty-five per cent of his book, to school publications. Of the six chapters, two of them are devoted exclusively to the school newspaper of which he says, "the school news-



paper is probably the most important of the four types of school publications" (p. 359, 8).

It will be necessary to set forth the objectives of the ideal high school newspaper and, at the same time, to ascertain just how closely the typical newspaper comes to its realization. If the desired results are not obtained, what is the reason for the lack of success? Is there any distinct relationship between the degree of adviser training and the success or failure of the publication he advises?

Is there anything concrete to show that prospective teachers should equip themselves with at least a fundamental course in journalism prior to advising a school newspaper? What are the major differences between newspapers having received high national ratings as compared to the immediate area product?

#### Purpose of the Study

The purpose of the study is fourfold. In the first place, there has not been, to the best of the writer's knowledge, any previous study limited to the mimeographed newspaper. Secondly, there was no recent compilation of facts regarding newspapers in the immediate area; the only other study (10) was completed in 1928, and was not limited to mimeographed publications.



No previous study has compiled information on a national as well as local scale so that comparisons could be drawn to reveal the comparative status of the immediate area newspaper. Further, results of the study are being made available to all those advisers who cooperated in furnishing information which made this study possible.

#### Method of Studying the Problem

This study will be divided into four main parts:

1. Means of selecting the adviser, his training, experience, duties, powers, and desirable qualifications;
2. The composition of the staff;
3. The publication of the paper;
4. The objectives of the high school newspaper.

Data for this study was obtained from a check list sent to advisers in all parts of the United States. One hundred-fifty such lists were mailed; half being sent to the immediate area and the balance distributed over the country. Seventy-seven were returned in time to be tabulated. Of this number, two schools had ceased to publish a mimeographed newspaper and had turned to a printed publication.

Of the seventy-five tabulated check lists, forty-five came from the immediate area and thirty from points over



the country. Since tabulating the check lists, sixteen more have been received. They have not been included as a check showed that the results would not be materially changed by their inclusion or omission. A copy of the check list may be found in the appendix.

Check lists were returned from the following states: Arizona, California, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin, and Wyoming.

#### Limitations of the Study

This study has been purposely limited to newspapers reproduced by means of duplicating machines. The primary reason for this limitation is the desire to compile information on newspapers that are a product of the school in their entirety.

Newspapers appearing as part of the "home town paper" and those printed in commercial printing plants, very often are the result of the local printer's ability and not that of the adviser and staff. The success or failure of a duplicated paper should be a direct reflection of the ingenuity, training, resourcefulness, and ability of the adviser and his staff.



A further, unintended limitation has been imposed by the inability of some advisers to furnish the desired information. Some advisers, for example, were unable to answer the question regarding the number of years the school had sponsored a newspaper. Some were unable to understand the questions. For example: the adviser of a newspaper in a very small school stated that they produced 1740 issues each year. Further correspondence revealed that they did put out 12 issues of 145 copies to each issue.

#### Definition of Terms

The word "newspaper" will be taken to mean a high school newspaper unless otherwise qualified. The term "typical" will approximate the usual meaning of the word "average". A "mimeographed newspaper" means any newspaper reproduced by means of a duplicating machine, whether by ink and stencil or gelatin film, but not printed by the use of types and ink. "Immediate area" means North Dakota and Western Minnesota.

#### Review of Literature

There is, in the University of North Dakota Library, only one directly related thesis done by Michaelson (10) in 1928. The study embraces all phases of school newspaper production and deals with both printed and mimeographed



publications as well as school news in special sections of town newspapers. Michaelson found that, in many instances, the English teacher automatically became the adviser of the newspaper.

The work studies various sources of revenue, the management of the newspaper, membership in high school press associations with special emphasis on the Northern Inter-scholastic Press Association, of the University of North Dakota, the make-up of the newspaper, its content, and a method for evaluating the publication.

Related in part is a 1951 thesis by Wernberg (25), who reveals that 22 per cent of the advisers in small schools and 17.2 per cent of those in large schools of North Dakota, are trained in journalism. Methods for the formulation of a good publicity program for schools in communities where there is no local printed newspaper, are taken up by Carlson (3) in his thesis of 1941. He concluded that the purpose of publicity is enlightenment. Educational publicity should always be directed toward soliciting the best responses from the public. It must be graded.....every school district is composed of many people with many interests and possessing many different customs and traditions. The interpretation of the school effort must reach all the people and be understood. Some



person must be made responsible for the program. Carlson claimed that altogether too much space was being devoted to extra-curricular activities.

Leifur (7) in his work of 1932, warns that the school superintendent's first duty is "to see that his plant product is worthy of publicity". This thesis contains information on various methods for publicizing the school. A survey of types of publicity news currently employed is made as well as an investigation into just what type of news the public finds most interesting, what the local editors like best, and what seems to be the most effective types.

The study reveals that the subjects of least interest to the general public are: news of athletic events, school business management news, music news and news of the Parent-Teacher's Association. Of greatest reader interest are: news concerning the health of the pupils, news of pupil progress, discipline and behavior news, and news of methods of instruction. Leifur also brings out the value of newspaper publicity. He says, "the high school newspaper can be a very effective means of securing publicity....it is carried home by the pupils and comes under the eyes of the fathers and mothers" (p. 11, 7).

Almost all the literature available on high school



newspapers deals with the printed newspaper. Much of the material contained is applicable to the mimeographed product, but very little is published to inform the reader on the actual mimeographing process.

There are a small number of recently published books in journalism. Warren (24) has written a text more suited to courses in college journalism but which would be an excellent, comprehensive source of information on the technicalities of newswriting. He stresses the importance of background studies ie. history, government, science, literature, economics, and sociology. The book does not include any information on the mechanics of printing or mimeography.

Another good reference text was written by the staff of the New York Times in 1945 (5). It reveals how news is made and sets forth many interesting but little known side lights to the news. Chapter two provides a basis for interpreting news writing as to "slant" given to the news for possible propaganda effect. There is no section on printing or mimeography.

Walter Rae (14), in 1943, wrote a text containing information on newspaper make-up which contains a good, though brief section on libel as it applies to newswriting, but nothing on mechanics.



In 1951, Agnew (1) wrote a work book type text that appears to be ideal for the high school journalism class. It contains an outstanding and easily understood chapter on propaganda in the daily news. Also included is a style sheet. The work has no section on mimeographed newspapers.

An older text, by Reddick (15), revised in 1941, is a very practical work for the high school journalism class. The book is a guide, especially for printed papers. It contains good chapters on methods for calculating advertising rates, the style sheet, and a model staff organization with the duties of each member outlined. There is no special help for the mimeographed newspaper.

Probably the best high school text examined is by Spears and Lawshe (20), published in 1949. In addition to the regular factual material, the book contains an outstanding chapter on advertising and the correct solicitation of the same. Another valuable chapter has to do with the proper methods of distributing the paper to its subscribers.

Beginning advisers should find Smith's (19) book of great value. He deals with the problem of accepting advertising from business establishments such as saloons, pool halls, etc. and states that "establishments....should meet with school administration and community approval before



their advertising is accepted....transients, who have not posted bond with responsible authorities are a bad bet. Transient advertising is far from being popular with local merchants whose advertising, in the school newspaper, is largely responsible for its financial success" (p. 52, 19).

Smith devotes a section of his book to the matter of radio news and student participation in this field. He warns against the use of regular newspaper staff members in programs of this sort and cautions against building such a program at the expense of the newspaper.

Very likely the only publication readily available and which deals with the mimeographed newspaper exclusively, is a pamphlet distributed by the A.B.Dick Company (6). It goes into the technicalities of the mimeographed newspaper, showing how the paper is laid out prior to cutting the stencils and describes the process from beginning to end.

From time to time, articles dealing with newspapers are featured in professional periodicals. As a general rule, the writings pertain to the printed newspaper just as do the texts. However, there is much valuable information to be gotten from these sources.

Periodicals of state education associations print articles dealing with high school newspapers, as do other



magazines of the teaching profession. Two outstanding articles, from a state education journal were found. Arhaud (2) made a survey of Montana schools and reported his findings in his state education publication.

According to Arhaud's survey, over 80 per cent of the smaller Montana schools had a public relations program in progress. Of those reporting, only one thought that the school newspaper, and all that it stood for, was a waste of time. The rest were very laudatory in telling of their excellent results (p. 38, 2)

Struckman (21) has published a series of articles on various phases of journalism and school newspaper problems. His article on budgets and the calculating of advertising rates is very outstanding. The story is told in a clear, understandable manner.

Struckman maintains that, even though the newspaper receives some of its supplies from the school, at no cost, it should draw up an all-inclusive budget and stick to its terms. No departure, from the budget, should be permitted unless for good and sufficient reason (p. 25, 21).

Tarlow (22) advanced three new principles or guides for the school newspaper which he termed the "3 P's". They are:



(1) PROSPECTUS - for determining what we have to work with - the size of the paper - the number of issues - student attitude - financing.

(2) PURPOSE - for determining what we want to do....must have a clear cut purpose - should present the news - service and entertainment should determine the approximate ratio.

(3) POLICY - for determining how we want to do it - difficult only in proportion to how well we have solved the other two.

The three P's properly applied, can replace the three I's, INDECISION, INCOHERENCE, and INEPTITUDE (p. 278, 22).

Towley (p. 35, 23), writing in the Journal of the National Education Association, says that people rely on the newspaper more than on any other single medium for information. He said that a course in high school journalism does make for better newspaper readers as they will be more critical than untrained persons as to what they tend to accept as authentic.

Wolfe (26) declares that, "Good school news links the students and the teachers, the school and the community". He goes on to say that school newspapers are "worth every minute of anxiety and every cent that goes into their practical development" (p. 263, 26).

A membership in one or more press associations will, as a usual thing, be accompanied by a specialized publication containing many articles of a practical nature. There



are three major press association publications in the United States and many of a minor nature. The leading periodicals are "Quill and Scroll Magazine" (13), "Scholastic Editor" (17), and "School Press Review" (18). Articles of great value to school publications appear constantly; the effect being a cumulative course in practical journalism.

### Chapter Summary

School newspapers, in comparison to the usual dailies or weeklies, have a circulation and reader following much larger than would be expected. The school newspaper is not used "to wrap the garbage" after being read but is usually kept, in the home, until the next issue comes out. School administrators have been slow to realize the value of their school newspapers for advertising the work of the school or for projecting new ideas.

Before launching a publicity program, there must be something worth publicizing. Furthermore, the administrator must handle the situation so that it appears he has no hand in the matter.

The study will attempt to determine the connection, if any, between the training and/or experience of the adviser and the degree of success of the publication he advises. It will also try to determine just why a particular adviser was chosen.



The study has a four fold purpose. To gather information on mimeographed newspapers specifically. To gather new information on immediate area newspapers. To compare the nationally highly rated newspapers with those of the immediate area. To make the results of the survey available to all who participated in the study.

There will be four parts to the study. How is the adviser selected? How is the staff organized? What is the nature of the newspaper itself? What are the objectives of the newspaper?

Data was obtained from twenty-three states. Out of one hundred-fifty check lists sent out, ninety-three were returned. Two were received from printed newspapers and sixteen arrived too late to be included in the tabulation. Seventy-five were used; thirty from various points in the United States, forty-five from the immediate area.

The study is limited to newspapers produced by duplicating machines, but not by printing presses.

There is only one directly related thesis in the University of North Dakota Library; that done by Michaelson (10) in 1928. Three theses, related in part, were discovered in the same library (3) (7) (25). All texts reviewed, as well as articles in periodicals, dealt with printed newspapers. Although the technique of writing for one type of



newspaper is the same as that employed for another, the mechanics of reproduction are different. Nothing found dealt with the mimeographed newspaper except a pamphlet published by the A.B.Dick Company (6).

Valuable helps are obtainable through magazines sent to members of various high school press associations. In addition to the national organizations, many state Universities issue bulletins. The Northern Interscholastic Press Association, of the University of North Dakota, is an example.



## CHAPTER II

### COMPARISONS OF NATIONAL WINNERS AND IMMEDIATE AREA HIGH SCHOOL NEWSPAPERS

Morgan Beatty, National Broadcasting Company Commentator, in his evening broadcast of April 28, 1953 said, "Newspaper stories are history in a hurry". School newspapers, in a way, are recording the history of their schools. Admittedly, they do not set out to accomplish this end, but in the final analysis, it is what they actually do.

Just how school newspapers go about accomplishing their tasks, is the subject of this survey. The following information was obtained from seventy-five schools; forty-five of which are in the immediate area, and thirty are widely dispersed over the United States.

#### Method of Selecting the Adviser

Advisers are selected for seven main reasons; the most frequent, in the instance of the national winner newspapers, is appointment by the school administrator.



Table I shows that slightly over 70 per cent are designated in this fashion. This appointment, apparently is

TABLE I  
METHOD OF SELECTING THE ADVISER

Method of Selection	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Selected by Administration	70.1	55.5	62.8
Elected by the Staff	None	2.2	1.1
Elected by the Students	None	6.0	3.0
Chosen from Faculty on Basis of Experience	23.3	26.0	24.3
English Teacher	3.3	6.6	4.95
Commerce Teacher	None	4.4	2.2
Journalism Teacher	3.3	None	1.65

more or less arbitrary as slightly more than 23 per cent are chosen on the basis of previous experience. Trained journalism teachers are found in only 3.3 per cent of the positions. The same percentage automatically become advisers because they are English teachers.

In the immediate area, 55.5 per cent are chosen by the school administrators; again apparently arbitrarily. Election by students and election by the staff account together



for 8.2 per cent of the adviserships. Twenty-six per cent are chosen from the faculty on the basis of previous work with school newspapers. The English teacher is automatically the adviser in 6.6 per cent of the instances; exactly twice as frequently as among national winner schools. Commerce teachers, in immediate area schools, come in for 4.4 per cent of the adviserships.

The typical paper has 62.8 per cent of its advisers appointed arbitrarily. Slightly over four per cent are elected by the student body or the staff, while more than twenty-four per cent are appointed by the administration on the basis of previous experience.

In 4.95 per cent of the instances, the English teacher becomes the adviser of the typical newspaper while 2.2 per cent of the positions are automatically filled by the Commerce teacher. In only 1.65 per cent of the cases is the adviser trained in journalism.

#### Duties of the Adviser

Table II shows that advisers of national winners are doing a considerably better job of delegating authority than are their counterparts in the immediate area. Twenty per cent of production supervision has been delegated by national winner advisers as against less than five per cent in the immediate area.



Almost twenty per cent more national advisers are engaged in staff training than advisers hereabouts. Over half again as many (56.6 per cent) of the national advisers, attend conventions than do those in the immediate area

TABLE II  
DUTIES OF THE ADVISER

Duty	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Supervise All Production	80.0	95.5	87.75
Staff Training	90.0	70.1	80.05
Attend Conventions	56.6	35.5	46.05
Proof Read	50.0	57.7	53.85
Stencil	40.0	6.6	27.30
Edit Copy	36.6	51.1	43.85
Make-up Paper	26.6	20.0	23.30
Write Some Copy	10.0	37.7	23.85
Write Some Headlines	20.0	31.1	25.55
Watch Gossip Columns	36.6	73.3	54.95
Operate Duplicator	None	2.0	2.00
Select Members of Journalism Class	3.3	None	3.30



(35.5 per cent). In only one instance do national winners show up worse than do those of the immediate area; that in regard to stenciling. Nationally 40 per cent are engaged in this duty as against only 6.6 per cent in the immediate area.

Proof reading is a must for over half of the advisers in either category. Gossip columns claim the attention of twice as many immediate area advisers as in the case of the national winner advisers. This is probably due to the elimination of such columns in most of the national winner newspapers. At the same time, advisers of such publications indicated that, even though the columns had been eliminated as such, they still had to be alert for the inclusion of gossip in other parts of the newspaper.

About one-fourth of the advisers have the responsibility for make up of the newspaper. National winner newspaper advisers are better off when it comes to writing headlines. Twenty per cent have this duty as against 31 per cent in the immediate area. All national winner newspapers have students trained in the operation of the duplicating machine. Two per cent of the newspapers here are printed by the advisers.

Nationally, advisers in 3.3 per cent of the schools select students for Journalism. In the immediate area,



the subject is open to all who can satisfy administration requirements.

The typical newspaper staff has, in only 12.25 per cent of the situations, any authority over production. Eight out of ten schools ask the adviser to train the staff. In less than half of the instances, is the adviser required to attend school newspaper conventions.

The adviser is required to read proof in over half (53.85 per cent) of the schools and over one-fourth (27.3 per cent) require that he do stenciling. Almost half (43.85 per cent) of the advisers edit copy. Make-up is the duty of 23.3 per cent while 23.85 per cent write some copy for their newspapers.

More than one-fourth (25.55 per cent) write headlines for their publications. Only 45.15 per cent of the schools have cured their gossip column problem leaving 54.95 per cent of the advisers saddled with this responsibility. Two per cent of the advisers find it necessary to operate the duplicator. Three per cent select the members of the Journalism class.

#### Powers of the Adviser

Advisers of national winners are much better off than are those of the immediate area, in control of staff appointments. According to Table III, ninety per cent of



the former have the power to approve or reject those appointed, as against 54.44 per cent of the latter.

TABLE III  
POWERS OF THE ADVISER

Power	Categories of High Schools		
	National Winners Per cent	Immediate Area Per cent	Typical Paper Per cent
Approve or Reject Staff Appointments	90.00	54.44	72.22
Purchase Supplies Without Requisition	56.66	42.22	49.44
Censoring	86.66	93.33	89.99
Remove Staff Members for Cause	73.33	40.00	56.66
Guide Paper Policy	83.33	84.44	83.88
Handle Money Without Any Accounting	36.66	4.44	20.55

Again, in the matter of purchase of supplies without any requisition being required, 56.66 per cent can do so among advisers of national winners, compared to 42.22 per cent enjoying the same authority locally.

The power to remove staff members for cause is much more frequent among advisers of top-notch newspapers than is found to be the case with immediate area advisers. The prerogative is that of 73.33 per cent of the former as against 40 per cent of the latter.



In the matter of guidance of newspaper policy, advisers of newspapers in both categories are about on a par. The power is delegated to 83.33 per cent of the national winner advisers and to 84.44 per cent of those in the immediate area.

Administrators keep a tight accounting rein on 95.56 per cent of the advisers of immediate area newspapers. Only 4.44 per cent may handle funds without any accounting to the administration. The picture, for better or for worse, among advisers of national winner newspapers is much different. Accounting is required of 63.34 per cent leaving 36.66 per cent to handle newspaper funds at their own discretion.

The adviser of the typical newspaper is, in 72.22 per cent of the schools, empowered to accept or reject staff appointments. Supplies, without previous requisition, may be purchased by 49.44 per cent. Absolute power to censor is granted to 89.99 per cent. Only 56.66 per cent of the advisers may remove staff members for cause. Newspaper policy is under the guidance of 83.88 per cent and 20.55 per cent can handle newspaper funds without any accounting to the administration requires.

#### Desirable Qualifications of Advisers

Advisers were asked to check a list of desirable ad-



viser qualifications and to rank them in the order deemed most logical. Space was also provided for them to add any other qualification they might think important. Table IV shows how they view the problem. There is substantial agreement between the advisers of newspapers in both categories, although a few of the newcomers thought that popularity with the students was most important.

TABLE IV  
RANKINGS OF DESIRABLE QUALIFICATIONS  
FOR NEWSPAPER ADVISERS

Qualification	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Rank	Rank	Rank
Previous Experience	1	1	1
Management Ability	2	2	2
Journalism Course in College	3	3	3
Newspaper Experience	4	4	3
Literary Ability	4	5	4
Popularity With the Students	5	6	5

It is interesting to note that advisers generally place previous experience with high school newspapers, and management ability, ahead of actual commercial newspaper experience. Annotated remarks indicate that many



advisers would choose, if they had the opportunity, a college course in Journalism. Several indicate a desire for a practical Journalism course featuring the problems of the mimeographed newspaper.

The typical newspaper advisers see the desirable adviser qualifications in almost the same light. Very unimportant and minor differences exist between their choices.

#### Experience of Advisers

The following table shows that the experience of advisers ranges from .5 to 20 years. The adviser reporting this long term, had served with the same newspaper throughout. Nationally, advisers average 7.4 years of experience

TABLE V  
EXPERIENCE OF ADVISERS

Experience <sup>a</sup>	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Average	Average	Average
Total Years Experience	7.4	4.4	5.9
Years With Present Paper	6.56	2.25	4.40

a. Range - .5 to 20 years

and have been advising their present papers for 6.56 years. In the immediate area, advisers average 4.4 years of experience with mimeographed newspapers and have completed 2.25 years in their present positions.



The typical newspaper adviser has 5.9 years of practical experience with high school mimeographed newspapers of which 4.4 years has been spent with his present newspaper. Several advisers have worked with one newspaper only. Two have advised their present publications for sixteen years; another had served for eleven. Below these figures, there is a range of from one to ten years of service with the same publication.

#### Composition of the Staff

Among national winners, the average staff consists of 23.6 members. The staff is headed by 1.2 Editors as shown

TABLE VI  
COMPOSITION OF THE STAFF

Item	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
Average Staff Size	23.6	15.	19.3
Average Number of Editors	1.2	1.1	1.15
Average Number of Editors Chosen from Underclassmen	.9	.6	.75
Average Number of Assis- tant Editors	.9	.9	.9
Average Number of Associate Editors	.53	.47	.50
Average Number of Newswriters	12.6	11.6	12.1



in Table VI. In the immediate area, the staff averages 15 members and has 1.1 Editors.

The immediate area papers choose, in four out of every ten instances, Editors from the Senior class, while among national winners, the ratio is only one in ten. Nine out of every ten make a practice of naming assistant editors. About half of the newspapers are co-edited in each category.

Nationally, the average newspaper has 12.6 news-writers compared to 11.6 in the immediate area. In other words, almost 80 per cent of immediate area staffs are newswriters while nationally less than half the staff is so employed.

The typical newspaper has a staff of 19.3 members on the average and 12.1 of the members, or slightly over 61 per cent, are newswriters. Seventy-seven per cent of the typical newspapers have one Editor in Chief; or according to Table VI, 1.15 per newspaper. Sixteen per cent make a practice of co-editorship; seven per cent have more than two associate editors.

Advisers of typical newspapers appoint the editor in 56 per cent of the instances and 1.4 per cent approve the list of candidates for editor prior to election by the student body. Editors are elected, in open election, in 42.6 per cent of the schools. No editors are volunteers.



### Time of Staff Organization

Table VII reveals that by far the greatest number of schools organize their staffs in the Fall, shortly after the opening of school. Among national winner schools, 80.3 per cent of the staffs are organized at that time, while among schools in the immediate area, 79.5 per cent organize at this time. Winter staff organization is used by 3.3 per cent of the national winners and by 4.5 per cent of those locally.

TABLE VII  
TIME OF STAFF ORGANIZATION

Time of Organization	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Fall	80.3	79.5	79.9
Winter	3.3	4.5	3.9
Spring	16.4	16.0	16.2

Organization in the Spring is practiced by 16 per cent of the national winners. Formation of the staff at this time would seem most logical. However, a few advisers indicated that they were considering a change to Fall organization. Reasons for the projected change were not given.



In the matter of time of organization, the typical newspaper practically parallels the other two categories. At no point is there as much as one percentage point of difference.

#### Length of Time Served by the Staff

Over three-quarters of the staffs serve a full year with each reorganization of the staff. In national winner schools, shown in Table VIII, 80.3 per cent do so while the figure in immediate area schools is 78.8 per cent.

TABLE VIII  
LENGTH OF TERM SERVED BY THE STAFF

Term	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Full Year	80.3	78.8	79.55
One Semester	16.6	9.7	13.15
Less Than One Semester	3.1	11.5	7.3

Staffs, organized each semester, are found in 16.6 per cent of the national schools and in 9.7 per cent of those hereabouts. In 3.1 per cent of the former and 11.5 per cent of the latter, the staff changes every six weeks. In these schools, the newspaper exists primarily as a laboratory for the Journalism and English departments.



Although the advisers do not favor staff changes every six weeks, they are not at liberty to make any changes.

The typical newspaper staff has a one year tenure at each staff reorganization, in 79.55 per cent of the schools. Semester changes affect the staff in 13.15 per cent of the newspapers. Six week staff terms are found in only 7.3 per cent of the schools.

#### Method of Staff Selection

Referring to Table IX, one sees that advisers appoint 57 per cent of the staffs of national winner newspapers, and 50 per cent of those of newspapers in the immediate area. Local papers are produced by elected staffs in

TABLE IX  
METHOD OF STAFF SELECTION

Method	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Staff Elected <sup>a</sup>	23.0	44.0	33.5
Staff Appointed	57.0	50.0	53.5
Staff Volunteers	17.0	3.0	10.0
Not Reporting	3.0	3.0	3.0

a. One school elects from an adviser approved list only. 44 per cent of the schools whereas 23 per cent are elected among national winner schools. Volunteer staffs are found



in seventeen per cent of the national winner schools and in only three per cent of those in the immediate area. Three per cent, in each category, made no report as to the method used to obtain a staff.

The average, or typical newspaper staff, is 53.5 per cent adviser appointed. In 33.5 per cent of the schools, the staff is elected by the student body. One school elects from a list previously approved by the adviser. An even ten per cent of the staffs are volunteers and three per cent do not report the method used for staff selection.

#### Staff Training

According to Table X, national winners offer Journalism in over half of the schools, the exact figure being 52.8 per cent. Only 33 per cent of the immediate area schools are currently including such a course in their programs. Journalism is required of staff members in eighteen per cent of the national winner schools; that figure being cut to only four per cent locally.

Tabulated results show offerings by schools, as reported by the various advisers. It will be noted, for example, that Journalism is offered in the tenth year in five different groupings. Tenth graders may study Journalism in 19.8 per cent of the national winner schools and in only 2.2 per cent of those in the immediate area.



TABLE X  
SCHOOLS OFFERING JOURNALISM  
IN VARIOUS GRADES

Offering	<u>Categories of High Schools</u>		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Schools Offering Journalism	52.8	33.0	42.90
Journalism Required of Staff	18.0	4.0	11.0
Schools Offering Journalism in Grades 8,9 Only	3.3	None	1.65
Schools Offering Journalism in Grade 9 Only	3.3	None	1.65
Schools Offering Journalism in Grades 9, 10 Only	3.3	None	1.65
Schools Offering Journalism in Grade 10 Only	None	2.2	1.1
Schools Offering Journalism in Grades 10, 11 Only	3.3	None	1.65
Schools Offering Journalism in Grade 11 Only	6.6	2.2	4.4
Schools Offering Journalism in Grades 10, 11, 12 Only	9.9	None	4.95
Schools Offering Journalism in Grades 11, 12, Only	16.5	28.6	22.55
Schools Offering Journalism in Grade 12 Only	3.3	None	1.65
Schools Offering Journalism Grades 9, 10, 11, 12 Only	3.3	None	1.65



The reason for this method of tabular presentation, is that the courses of study of the various schools reporting, are set up in this particular manner.

Only 3.3 per cent of the national winner schools offer a course in Journalism in all four years of high school. None of the immediate area schools had such an offering. Journalism training was limited, by 3.3 per cent of the national winners, to the last year of high school. No senior year classes are offered by any immediate area school reporting.

The subject is offered in grades eleven and twelve only, in 16.5 per cent of the schools reporting in the national winner category, and by 28.6 per cent in the immediate area.

No immediate area school offers a course in grades ten, eleven, and twelve only, and just 9.9 per cent of the national schools have such a program. Nationally, 6.6 per cent limit formal Journalism to grade eleven, and 2.2 per cent do so locally.

None of the immediate area schools reporting, offer Journalism in grades ten and eleven only. That limitation is placed by 3.3 per cent of the national winner schools. None of the national schools limit Journalism to the tenth grade, but 2.2 per cent do so locally.



National winners report 3.3 per cent of their schools offering Journalism in the following groupings: grades nine and ten only, grade nine only, and grades eight and nine only. None of the immediate area schools reported an offering in Journalism below grade ten.

Only 42.9 per cent of the schools from which the mythical typical newspaper comes, offer Journalism as a formal course. One school offered Journalism as a unit of English. Eleven per cent require the subject of staff members.

As was the case in the other categories, grades 11 and 12 are favored when the course is limited to two grades, in this instance, 22.55 per cent impose this limitation. Next favored is a course in any one of three years, grades ten, eleven, and twelve. This arrangement is favored by 4.95 per cent. A limit to grade eleven is the choice of 4.4 per cent. No other arrangement was favored by as many as two per cent of the schools participating in this survey.

#### Journalism Clubs and Awards

As shown in Table XI, thirty-six per cent of the schools receiving awards in national contests sponsor Journalism Clubs. Only four per cent of the immediate



TABLE XI  
JOURNALISM CLUBS

Item	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Have Clubs	36.0	4.0	20.0
Have No Clubs	64.0	96.0	80.0

area schools have such organizations. The typical newspaper staff belongs to a Journalism Club in one-fifth of the schools, there being no clubs sponsored for the staffs in the other four-fifths.

TABLE XII  
PERCENTAGES OF SCHOOLS  
MAKING JOURNALISM AWARDS

Type of Award	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Letter	27.0	11.0	19.0
Pin	57.0	5.0	31.0
Pin and Certificate	3.0	None	1.5
Points Toward Activity Letter	None	5.0	2.5
None	13.0	79.0	46.0



Awards are made for participation in journalism and staff work by 87 per cent of national winner schools. Table XII reveals that in the immediate area, only eleven per cent of the schools make such awards. The most frequent award, among the national winner schools, is the activity pin for journalism. Fifty-seven per cent make this award and another three per cent give a pin and a certificate. Only five per cent of the immediate area schools award pins.

The least frequent journalism award of national winners, is the activity letter. This form of recognition is used by twenty-seven per cent. This same award is the most favored type in the immediate area, being used by eleven per cent of the schools. In five per cent of the immediate area schools, points toward a general activities letter are allowed for staff work.

The typical school favors the pin, and the pin and certificate, as journalism awards. Thirty-two and five-tenths of the schools make this award. Next, in degree of popularity, is the letter award. Letters are awarded by nineteen per cent of the typical schools. Least favored is the allowance of points toward a general activities letter. Only 2.5 per cent of the schools find this suitable.



# General Information About School Newspapers

The smallest school surveyed was in the immediate area and Table XIII shows it to have an enrollment of fifteen students. The largest, a national winner school,

TABLE XIII  
DISTRIBUTION OF SCHOOL ENROLLMENT

Enrollment	Category of High School	
	National Winners	Immediate Area
	Per cent	Per cent
15-50	None	42.2
51-100	6.6	24.4
101-200	20.	24.4
201-300	10.	4.4
301-400	6.6	None
401-500	23.3	2.2
501-600	6.6	2.2
601-700	3.3	None
701-800	10.	None
801-900	3.3	None
901-1000	None	None
1001-1100	3.3	None
1101-1200	6.6	None



enrolled 1150. Lest it be thought that size of enrollment is the deciding factor in newspaper success, it is well to note that the smallest national winner school had an enrollment of 56 students. The largest enrollment, in the immediate area was 600.

Almost half, 42.2 per cent, of the immediate area schools have registrations in the fifteen to fifty category. Enrollment of from 51 to 100 occurs in only 6.6 per cent of the surveyed schools nationally and in 24.4 per cent in this area. About equal percentages of schools in both categories, 20 per cent nationally and 24.4 per cent locally, are in the 101 to 200 classification. Enrollment of from 201 to 300 occurs in 10 per cent of the national schools and in 4.4 per cent of those in the immediate area.

There are no schools reporting in the 301 to 400 student category in North Dakota and Western Minnesota, and only 6.6 per cent nationally. In the immediate area, 2.2 per cent have from 401 to 500 enrolled as against 23.3 per cent in the national winner class. Another 2.2 per cent of the immediate area schools have from 501 to 600 students. National winners, in this enrollment range, comprise 6.6 per cent of the group.

No immediate area schools report enrollments over



600. Nationally, 3.3 per cent have enrollments of 601 to 700, 10 per cent fall in the 701 to 800 group, 3.3 per cent from 801 to 900. No national winner school reports an enrollment of from 901 to 1000. None and nine-tenths per cent have more than 1000 registered.

Among national winner newspapers, the largest staff is composed of 57 members; the smallest has nine. Table XIV shows that the largest staff was found in a school with an enrollment of 300, while the smallest was in a school enrolling 425.

The average enrollment, in national winner schools, is 470 pupils. Referring back to Table VI, on page 26, the average staff consists of 23.6 members to make an average of 1 staff member for every 19.9 enrolled students.

The average national winner newspaper is 14 years old, and the average circulation is 462 copies per issue. Each volume consists of nineteen issues. The staff sends 1.06 copies of each issue to the school library. Only 2.5 copies are placed in the permanent file. This small number filed makes it impossible for more than 63.3 per cent of the newspapers to produce a complete newspaper file.

In the immediate area, the largest staff reported consists of 35 members; this in a school enrolling 600. A thirty-three member high school has the smallest staff-



TABLE XIV  
GENERAL INFORMATION ITEMS  
ABOUT SCHOOL NEWSPAPERS

Item	Category of High School		
	National Winners	Immediate Area	Typical Paper
	Number	Number	Number
Largest Staff	57	35	19.3
Smallest Staff	9	2	19.3
Average Enrollment	470	95.5	242
Largest Enrollment	1150	600	242
Smallest Enrollment	56	15	242
Average Number of Issues Per Year	19	7.4	13.2
Average Number of Copies Per Issue	462	149	370
Number of Years School Has Had a Publication	14	10.8	12.4
Average Number of Copies Sent to School Library	1.06	1.07	1.065
Number of Copies of Each Issue Filed	2.5	2.0	2.25
Number of Newspapers Having a Complete File	19 <sup>a</sup>	15 <sup>b</sup>	17 <sup>c</sup>
a. 63.3%	b. 33.3%	c. 22.66%	

two members. The average enrollment, as reported, is 95.5 students. Referring again to Table VI on page 26, the average immediate area staff is composed of 15 jour-



nalists or an average, among immediate area schools, of 1 staff member to every 6.36 in the student body. The largest enrollment is 600; the smallest, fifteen.

Newspapers in this category average 149 copies to the printing and each volume contains 7.4 issues. The school has had a newspaper for 10.8 years. An average of 1.07 copies are sent to the school library and 2 copies are put in the newspaper file. Only 33.3 per cent of the immediate area newspapers can produce a complete file.

The typical newspaper is found in a school of 242 students and has a staff of 19.3 members or one staff member for every 12.5 enrolled. Each issue consists of 370 copies and each volume contains 13.2 issues. The school has had a publication for 12.4 years.

The typical school library receives 1.065 copies of each issue and the newspaper files 2.25 copies. Only 22.66 per cent of the school newspapers have a complete newspaper file. Apparently none of the libraries, in any of the categories, retain the copies sent to them.

#### Press Association Memberships

Press association memberships, as compiled in Table XV, reveal that every national winner belongs to at least one high school press association. Dual membership is claimed by 66 per cent and 13 per cent belong to three



TABLE XV  
MEMBERSHIPS IN PRESS ASSOCIATIONS

Memberships	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Papers Belonging to One Press Association	100.0	81.0	90.5
Papers Belonging to Two Press Associations	66.0	None	33.0
Papers Belonging to Three or More Press Ass'ns.	13.0	None	6.5
Papers Receiving Press Association Awards	100.0	20.0	60.0

or more associations. All national winners have won some award or awards in national competition.

Of the immediate area papers, 81 per cent have affiliated with one high school press association. None have joined more than one group. Only twenty per cent have won awards, and this in state competition.

The typical newspaper claims membership in one high school press group in 90.5 per cent of the cases. Membership in two associations is held by 33 per cent and in three or more, by only 6.5 per cent. Sixty per cent of the typical newspapers have won awards in state and national competition.



## Subscription Rates

Among national winner newspapers, as set forth in Table XVI, nine make no charge for their papers while twenty-one find it necessary to make an average subscription charge to students, of \$.567 per year. This charge

TABLE XVI  
SUBSCRIPTION RATES

Item	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
Number Making Charge for Subscription	21	37	58
Number Making No Charge for Subscription	9	8	17
Average Subscription Cost to Students	\$.567	\$.581	\$.574
Number Making Subscription Charge to Non-Students	16	33	49
Average Subscription Cost to Non-Students	\$.617	\$.834	\$.7255
Number Making No Charge to Non-Students	5	4	9
Average Hike In Charge to Non-Students	\$.05	\$.253	\$.1515
Number Making The Same Charge to All Subscribers	7	26	33

would bring the per-copy cost to slightly under three cents. Five make no charge to outsiders. Sixteen



national winners charge non-students \$.617 per year or \$.0324 per copy. The average price to outsiders is \$.05 more than the rate to students. Seven newspapers make no differentiation, in subscription price, between school and non-school rates.

In the immediate area, eight newspapers are distributed free of charge, while thirty-seven have a student subscription rate of \$.581 per year or an average cost of \$.078 per copy. Four do not charge non-student subscribers. The 33 newspapers charging outsiders average \$.834 or \$.1127 per copy. The average price hike, to outsiders is \$.253 per year. Twenty-six immediate area newspapers make the same charge to all.

The typical newspaper is distributed without charge by seventeen schools (22.6 per cent) while 58 schools (87.4 per cent) were obliged to make a subscription charge. The average cost per year to students, is \$.574 or a per-copy cost of \$.0434.

Nine schools, twelve per cent, distribute their newspaper to outsiders at no cost. Forty-nine newspapers (65.34 per cent) have an annual subscription rate to non-school people, of \$.7255 or \$.0557 per copy. Typical newspapers add \$.1515 to the student cost to obtain the rate for outsiders. Thirty-three newspapers, 45.33 per



cent, make no differentiation in subscription rates to students or non-students.

### Advertising Rates

Table XVII shows that over half of the national winner newspapers carry no advertising. Of the fourteen

TABLE XVII  
ITEMS CONCERNING ADVERTISING RATES

Item	Category of High Schools		
	National Winners	Immediate Area	Typical Paper
Number of Papers Carrying Advertising	14	25	39
Number of Papers Not Carrying Advertising	16	20	36
Number of Papers Calculating Advertising Rates	10	6	16
Number of Papers Using Arbitrary Advertising Rates	4	19	23
Average Charge, Per Column Inch Made by Newspapers Calculating Rates	\$.625	\$.60	\$.6125
Average Charge, Per Column Inch Made by Newspapers Using Arbitrary Rates	\$.875	\$.95	\$.9125

newspapers carrying ads, ten of them, 71.4 per cent, actually calculate their rates, while four, or 28.6 per cent, make an arbitrary charge. Those calculating a



rate, charge \$.625 per column inch. The same space in newspapers using an arbitrary schedule costs \$.875.

Forty-four per cent of the immediate area newspapers do not accept advertising. Of the 56 per cent taking ads, six newspapers, (twenty-four per cent), calculate the advertising rate and nineteen of them, 76 per cent, use an arbitrary rate scale. Calculated rates average \$.60 per column inch as against \$.95 for the arbitrary.

Thirty-nine, 52 per cent, of the typical newspapers contain advertising. Sixteen, 41 per cent, use a calculated rate while twenty-three, 59 per cent, make an arbitrary rate charge. The calculated rate averages \$.6125 per column inch as compared to \$.9125 for the arbitrary rate.

#### Degree of Self Support

Exactly 50 per cent of the national winner newspapers are shown in Table XVIII to be self-supporting and require no financial aid from the school or the district. Ten per cent are 75 per cent self-supporting and another ten per cent manage to raise half of their expenses. Thirty per cent are less than 50 per cent self-supporting.

In the immediate area, 47.7 per cent of the newspapers are self-supporting. Nine per cent of the news-



TABLE XVIII  
DEGREE OF SELF SUPPORT

Degree	Category of High Schools		
	National Winners	Immediate Area	Typical Paper
	Per cent	Per cent	Per cent
Less Than 50 Per cent	30	30.0	32.0
50 Per cent	10	13.3	12.0
75 Per cent	10	9.0	10.6
100 Per cent	50	47.7	45.4

papers raise 75 per cent of their expense of operation, while twelve per cent are 50 per cent self-sufficient. Thirty-two per cent must rely on outside sources for more than 50 per cent of their operating costs.

In the typical newspaper category, 45.4 per cent are self-supporting. Over ten per cent must have outside help for twenty-five per cent of their expenses. Twelve per cent are 50 per cent self-supporting and thirty-two per cent raise less than 50 per cent of their operating costs.

#### Methods for Relieving Deficits

Fifty per cent of national winner newspapers have deficits. Table XIX lists various devices for aiding such papers. The most usual method for relieving the shortage is through aid from a school fund. One or more



such funds are used by 23.3 per cent. The next most frequently used method, is the student activities ticket. This is favored by 16.7 per cent of the schools. Least frequently used, is the district fund; only ten per cent rely on this method. None of the national winner schools sponsor school carnivals to relieve newspaper shortages, nor do they use funds of student associations or those of the yearbook.

Locally, 52.3 per cent of the newspapers must look for outside financial help. The favorite source, for additional revenue, is either the student activities ticket, or a student association fund. Each method is used by 13.3 per cent of the schools. Next, in order of frequency, is the use of a district fund. This is used by 12.4 per cent of the newspapers.

School funds provide financial relief for 8.9 per cent of the newspapers in this category. School carnivals are used by 2.2 per cent to help defray the deficit. A like percentage take some of the yearbook funds to help pay the costs of their newspapers.

Of the typical newspapers, 14.6 per cent depend on district fund help. The same percentage look to a school fund for fiscal relief, and another 14.6 per cent rely on the student activities ticket. Much less frequent,



is the use of school carnival of yearbook funds. These devices are used by only 1.34 per cent in each instance.

TABLE XIX  
METHODS FOR RELIEVING DEFICITS

Method	Category of High Schools		
	<u>National Winners</u> Per cent	<u>Immediate Area</u> Per cent	<u>Typical Paper</u> Per cent
School Fund	23.3	8.9	14.6
District Fund	10.0	12.4	14.6
Student Activities Ticket	16.7	13.3	14.6
Student Ass'n Fund	None	13.3	8.12
Yearbook Fund	None	2.2	1.34
School Carnival	None	2.2	1.34

There may be some question about the inclusion, in the preceding table and in the above paragraphs, of the student activities ticket. Many, including the writer, are of the opinion that a newspapers just share of the student activities ticket fee is the same thing, for all practical purposes, as a subscription charge. In fact, the same kind of calculation is used to obtain the figure in either instance.

The item was included to show what proportion of the



schools use this means of financing their publications, and because the schools surveyed regard money from this source as a distinct aid. Whether it should be regarded as a subscription charge, or as a financial aid, is left to the discretion of the reader.

#### Physical Equipment of School Newspapers

A comparison of the physical equipment of school newspapers in the national winner category, with that of schools in the immediate area, reveals a somewhat one-sided handicap. National winner schools, as set forth in Table XX, report an adequate supply of lettering guides in 93.3 per cent of the instances, whereas immediate area schools report that only 58 per cent are so equipped. All national winners have mimeoscopes, many have two and one has three. This necessity is owned by only 75.5 per cent of the newspapers locally.

Ninety per cent of the national newspapers have a satisfactory duplicating machine. Only 80 per cent of the immediate area newspapers admit possessing an adequate machine. Ink and stencil duplicators, of various makes, are used by 96.6 per cent of the national winners and by 80 per cent of the local newspapers. Nationally, 90 per cent are satisfied with their ink and stencil



TABLE XX  
PHYSICAL EQUIPMENT OF  
SCHOOL NEWSPAPERS

Item	Categories of High Schools		
	National	Immediate	Typical
	Winners Per cent	Area Per cent	Paper Per cent
Papers Having Adequate Supply of Guides	93.3	58.0	72.0
Papers Having Mimeoscopes	100.0	75.5	85.3
Papers Having a Satisfactory Duplicating Machine	90.0	80.0	85.0
Papers Using Ink and Stencil Duplicators	96.6	80.0	85.5
Papers Satisfied With Ink And Stencil Duplicators	90.0	64.4	86.1
Papers Using Gelatin Type Duplicators	3.4	20.0	13.3
Papers Satisfied With Gelatin Type Duplicators	None	15.5	70.0

machines while the local figure is 64.4 per cent. Perhaps the wide range is due to the extreme age of a large number of locally owned machines.

Only 3.4 per cent of national winners use gelatin type duplicators, and of those using them, none are satisfied with the results. Twenty per cent of the newspapers in the immediate area use the gelatin duplicator



and 15.5 per cent report satisfaction with the work it does. Very likely, the more extended runs of the national winner newspapers would result in weak copies and therefore dissatisfaction with the results. Local newspapers, with much more moderate printings, could obtain passable work.

TABLE XXI  
GENERAL INFORMATION ITEMS  
ABOUT DUPLICATORS

	Categories of High Schools		
	<u>National Winners</u> Years	<u>Immediate Area</u> Years	<u>Typical Paper</u> Years
Average Age of Ink and Stencil Duplicators	7.1	9.3	8.2
Extreme Age of Ink and Stencil Duplicators	25	30	30
Average Age of Gelatin Type Duplicators	5	2.5	3.75
Extreme Age of Gelatin Type Duplicators	5	8	8

Table XXI above, shows the average age of ink and stencil duplicators, used by national winner newspapers, to be 7.1 years. One newspaper was using a machine twenty-five years old and reporting a satisfactory job of printing.



This same school had two other machines, one only six months old. One school was using a gelatin type duplicator five years of age.

In the immediate area, the average age of ink and stencil type machines, is 9.3 years. An extreme age of 30 years was reported by one school. The average age of gelatin duplicators is 2.5 years, the oldest machine of this type in use is 8 years.

The typical newspaper, if it uses an ink and stencil duplicator, has one 8.2 years old. If the machine is of the gelatin film type, its average age is 3.75 years.

#### School-Community Relations

News coverage and its relation to the success of school-community relations programs is shown in Table XXII. Among national winner schools, 93.4 per cent have a program in school-community relations under way. Locally, 84.4 per cent have such a program. Not all schools handle the problem in the same manner. Some have decided to present only news of the high school and to rely on that coverage to kindle patron interest. Others include news of the grades along with that of the high school.

In some sections of the country, school newspapers



give coverage to community news in addition to that of the sponsoring high school. As a general rule, this occurs in small communities not directly served by daily or weekly newspapers. A few high school newspapers endeavor to include, along with their school coverage, news of both the grade school and the community.

It will not, in the succeeding paragraphs, be necessary to repeat that high school papers carry news of their respective high schools. The inclusions mentioned are in addition to that item.

On a national scale, 13.3 per cent include grade school and community news. Advisers of these, and all others were asked to rate the success of their school-community relations program in the following three categories: good, fair, or poor. Ten per cent of the advisers of newspapers carrying both community and grade school news, rate their success as good. None claim fair success and 3.3 per cent said their results were poor.

Nationally, 16.6 per cent include grade school news. Good results are reported by 6.6 per cent of the advisers. Ten per cent say they have fair success and none report the results as poor.



TABLE XXII

THE RELATIONSHIP OF NEWS COVERAGES  
TO SCHOOL-COMMUNITY PROGRAM SUCCESS

News Coverage	Categories of High Schools		
	National Winners	Immediate Area	Typical Papers
	Per cent	Per cent	Per cent
Papers Carrying Both Grade School and Community News	13.3	26.6	21.3
Degree of Success in School- Community Relations			
Good	10.0	6.6	8.1
Fair	None	17.8	10.6
Poor	3.3	2.2	2.6
Papers Carrying Grade School News But No Community News	16.6	48.8	36.0
Degree of Success in School- Community Relations			
Good	6.6	13.2	8.0
Fair	10.0	35.6	28.0
Poor	None	None	None
Papers Carrying Community News But No Grade School	40.0	2.2	17.4
Degree of Success in School- Community Relations			
Good	20.0	2.2	9.3
Fair	20.0	None	8.1
Poor	None	None	None
Papers Carrying Only High School News	23.5	6.6	13.3
Degree of Success in School- Community Relations			
Good	10.0	2.2	5.2
Fair	13.5	4.4	8.1
Poor	None	None	None
Not Replying to Question	6.6	15.6	12.0



The largest single group, 40 per cent, print news of the community but none of the grade school. Twenty per cent feel that the results are good. Fair success is claimed by another twenty per cent. None had poor results.

Among national winner newspapers, 23.5 per cent omit all grade and community news. In this group, ten per cent experience results rated by the advisers as good. Fair results are claimed by 13.5 per cent, and none report only a fair degree of success for their efforts. No reply to the question was received from 6.6 per cent of the national winner advisers.

In the immediate area, 26.6 per cent of the newspapers give coverage to both grade school and community news. Of those so doing, 6.6 per cent claim good results while fair results are reported by 17.8 per cent. Poor results were the experience of 2.2 per cent.

The largest single group, among immediate area publications (48.8 per cent), include news of the grade school but none of the community. Results rated as good, are reported by 13.2 per cent. A report of a fair degree of success comes from 35.6 per cent of the advisers. No poor results are reported.

Only 2.2 per cent of the immediate area papers limit



the extra coverage to community news. In this group, the same 2.2 per cent report good results, there being no reports of fair and poor degree of success.

A few of the immediate area papers, 6.6 per cent, present only news of the high school. Good results are the experience of 2.2 per cent of these. Four and four-tenths per cent have fair results to report while none have had only poor success. In the immediate area category, 15.6 per cent did not report.

The typical newspaper, in 21.3 per cent of the schools, features both grade and community news. Results are good in 8.1 per cent of the instances and fair in 10.6 per cent. Advisers rate effectiveness as only fair in 2.6 per cent of the schools.

The largest single group, among the typical newspapers, consisting of 36 per cent of those surveyed, carry news of the grade school but not of the community. Of this group, 8 per cent have a degree of success rated as good, while 28 per cent experience fair results. Poor success was not admitted by any of the advisers.

Some typical papers did not print news of the grade school but, in 17.4 per cent of the instances, did give space to community news. Nine and three-tenths per cent have good school-community relations. A fair suc-



cess is reported by 8.1 per cent and none claim poor results.

High school news only is carried by 13.3 per cent of those reporting. A report of good results comes from 5.3 per cent of the schools; 8.1 per cent have only fair success. None reported poor results.

Twelve per cent make no report on a program of school-community relations. It is, very likely, to be presumed that in the case of the typical schools, as well as in the other categories, that there is clear cut program under way to draw the school and the community into a closer relationship.

#### Objectives of School Newspapers

The objectives of school newspapers, over the nation, are varied. Most advisers agree, according to Table XXIII, that the primary function of a newspaper is the presentation of authentic school news. All authorities of Journalism will agree that this ranking is correct. The only other objective, upon which there is agreement, is that the newspaper should also serve to develop self expression. This objective was put in third place by advisers in all categories.

It is interesting to note the wide divergence of



TABLE XXIII

GROUP RATINGS OF OBJECTIVES OF  
HIGH SCHOOL NEWSPAPER ADVISERS

	Categories of High Schools		
	National Winners	Immediate Area	Typical Paper
	Rank	Rank	Rank
To Give Authentic School News	1	1	1
To Unify the School	2	7.5	4
To Develop Self Expression	3	3	3
To Mold Public Opinion )	4.5	13.5	8
To Foster School Spirit)		2	2
To Advertise the School )	6.5	4	5
A Laboratory for English)		5.5	14
To Encourage Desirable School Enterprises )	8.5		6
A Medium for School ) Announcements	7.5		7
To Record the History of the School	None	10	9.5
To Foster Cordial Relat- ions Between Schools	None	9	
To Provide a Medium for Student Expression	None	11.5	11.5
A Journalism Project	None		
To Encourage Scholarship	None	13.5	13



opinions between the advisers of national contest winners and those who advise immediate area newspapers. The objectives of the national winners are somewhat closer to those set forth by writers of journalism texts and those who manage the various high school press associations.

Speaking of contest awards, Reeder (16) has this to say:

Awards are generally given on the following classifications - 1. To mirror the schools activities to all persons actually interested in the school.... 2. To bring students and parents in close cooperation with the school.... 3. To give training in English....4.To give training in Journalism.(p. 76,16)

Immediate area papers evidently care little for public opinion; being that they decided that it ranks last in importance. National winners have decided that the molding of public opinion merits a rank of 4.5. Local papers are much more interested in fostering school spirit, than they are in the promotion of good English.

The typical newspaper is considerably out of line on the ranking of the public opinion objective; the average adviser having decided that it warrants eighth place. Training in English is rated last by this of advisers.

Only the generally accepted objectives have been



discussed here in the text. Other objectives have been named and ranked in the table. All categories of newspapers are lacking in one or more respects when their choices are compared with the generally accepted objectives. Advisers no doubt, while they do not directly admit nor so state, are particular about the use of good English and compliance with the rules of journalism.

#### Chaper Summary

Teachers having special training in Journalism constitute a very small percentage of those advising high school newspapers. The majority are advisers by virtue of more or less arbitrary appointment. Approximately one-fourth have had previous experience with high school newspapers. A few advisers are elected by the staff or the student body. English, or commerce teachers, automatically become the advisers of seven per cent of the school newspapers.

Adviser duties, as revealed by this study, fall into twelve categories (Table II, p. 19). An astonishing number of advisers have delegated very little authority and, as a direct consequence, have too much to do. Censorship of gossip columns claims too much attention.



Over half of the advisers are concerned with this problem.

Almost three-quarters of the advisers are empowered to approve or reject appointments to their newspaper staffs. Forty-nine per cent may purchase supplies without previous requisitions. Nearly 90 per cent are absolute censors. Staff members may be removed, for cause, by 57 per cent and 84 per cent guide the policy of their papers. About twenty per cent handle newspaper funds with no accounting required.

Most advisers agree that previous experience with a high school newspaper is the most desirable adviser qualification. Management ability ranks next, followed by completion of a College Journalism course and commercial newspaper experience.

Experience of advisers ranges from one-half to twenty years. The average adviser has 5.9 years of experience with 4.4 years spent with his present paper.

The typical staff has 19.3 members although the range was from 23.6 nationally to 15 in the immediate area. A few newspapers have more than one editor.

By far the largest percentage of advisers favor Fall organization of their staffs. Almost 80 per cent are organized at that time. Spring organization is the



practice of sixteen per cent and not quite four per cent organize at mid-term. Eighty per cent serve a full year, thirteen per cent re-organize each semester, and seven per cent have a new staff every six weeks.

Advisers appoint 53 per cent of the staffs and they are elected in 33 per cent of the schools. Ten per cent are volunteers and three per cent do not report their method of staff selection.

Journalism is offered in various grades and combinations of grades. The most common offering is in grades eleven and twelve, with 22.55 per cent of the schools doing so. Journalism is offered in 42.9 per cent of the schools and is required, by 11 per cent, for staff members.

Only twenty per cent of the schools have Journalism Clubs. In national winner schools the frequency of such organizations is 36 per cent as against four per cent locally. Fifty-four per cent make awards; in the majority of cases, a pin.

School enrollment varied from 15 to 1150. Staff size ranges from two to fifty-seven members; the average being 19.3. The average paper prints 13.2 issues per year, with 370 copies to the issue. Only twenty-two per cent of the newspapers have a complete file going



back the average age of the paper; 12.4 years.

All national newspapers belong to at least one high school press association and all have won awards in national competition. Locally, 81 per cent belong to one state organization and only twenty per cent have won awards in state competition.

Subscription charges are made by 77 per cent of the newspapers. To students, the average rate is \$.574; the rate to non-school subscribers is \$.7255.

Slightly over half of the newspapers accept advertising. Calculated advertising rates average \$.6125 per column inch. Arbitrary rates average \$.9125 for the same amount of space.

Only 45.4 per cent of the reporting papers are self-supporting. Thirty-two per cent are less than 50 per cent self-sufficient. The rest, 22.6 per cent, range between the two extremes. Newspapers requiring financial help have three favorite methods of obtaining it: school funds, district funds, and student activities tickets.

Generally, school newspapers are not in possession of adequate equipment. Some duplicators are extremely old but generally satisfactory. There is a higher percentage of satisfied users of ink and stencil duplicators than any other type.



School-community relations programs are most successful, among national winners, when the newspaper prints news of the community along with that of the high school. In the immediate area, the program has a much higher degree of success when news of the grade school is carried.

The objectives of the national winners, come closer to those set forth by recognized authorities. Local schools, even though they admit having a school-community relations program in progress, relegate the objective of molding public opinion to last place.



### CHAPTER III

#### SUMMARY AND CONCLUSIONS

The high school newspaper has been revealed as an instrument, of great potential value, for acquainting the public with the school, its work, its aims, and its problems. School officials generally, have been slow to make full use of their publications in School-Community programs, as well as in programs involving Student-Faculty relations.

#### The Problem

As was stated in Chapter I, the main problem is that of bringing school officials to a realization of the tremendous "power of the press". The school newspapers, even with their limited size and limited lists of subscribers, are actually read by a very large number of school patrons.

Another part of the problem, the proper use of the high school newspaper, is handled in a number of ways. One of the purposes of this study is the gathering of information on the various methods used to secure the



desired newspaper results; how it is done by national winner schools, and among those in the immediate area.

Another reason for the study, is to see if high school newspapers have any clear cut objectives. If they have such objectives, information as to how many of them are realized, is of interest.

Adviser training, and its bearing on the success of a newspaper, is important. The experience, duties, powers, and method of selection of advisers, also has a bearing.

The matter of staff size, length of time served by each staff, and the method of selection are important, as is the training received. Journalism Clubs, awards, membership in high school press associations, have their influence on the success of the newspaper.

#### Review of Literature

One related thesis (10) was discovered in the University of North Dakota Library. This work, done in 1928, studied all high school newspapers in the state; printed, part of town papers, and mimeographed. There are, in the same library, three related theses.

Suitable texts for high school journalism classes are not numerous. A work book type text by Agnew (1) appears to be very good. Texts by Reddick (15) and



Spears and Lawshie (20) would also be suitable.

Periodicals very seldom feature articles on the problems of the mimeographed newspaper. It is true that the problems of the printed newspaper are, most generally, the same as those of the mimeographed paper, except in the actual mechanics of typing and reproduction.

#### Summary of Findings

Advisers of school newspapers are selected for a number of reasons, the main one being an arbitrary appointment by the school administrator. Delegation of responsibility, by advisers to staff members, has been carried out only to a limited degree. Newspaper advisers are too much involved in detail and routine tasks which staff members could do.

Adviser powers are not too numerous, although they are fraught with real responsibility. It is a real responsibility to guide paper policy because the entire success of the School-Community program, and the Student-Faculty relations program, hinge upon the policy of the paper. Too many advisers handle money without accounting being required. This is a dangerous practice; dangerous to the adviser and his reputation.



There is almost total agreement, between the three categories of schools, as to desirable adviser qualifications. Previous experience with high school newspapers ranks first. Next, in order, are: management ability, a completed course in college journalism, newspaper experience, literary ability, and popularity with the students.

The average adviser has had 5.9 years of experience directing high school newspapers and has been in his present position for almost 4.5 years. Adviser experience ranged from one half to twenty years.

For practical purposes, the size of the average newspaper staff is twenty members. A few school newspapers have co-editors, but the general practice is to have one editor-in-chief with one or more associate editors. Three-fourths of the editors are under-classmen.

About 80 per cent of the staffs are organized in the Fall, shortly after school convenes for the new school year. Sixteen per cent are formed in the Spring. Only four per cent organize at mid-term. Many of the advisers, whose staffs are organized in the Spring, or at mid-term, indicated that they were not satisfied with that arrangement. A term of one year is served by 80 per cent of



the staffs, one semester by thirteen per cent, and seven per cent of the staffs change every six weeks.

Over half of the staffs are appointed by their advisers. Thirty-three per cent are elected by the student bodies. Ten per cent are volunteers and three per cent do not report how their staffs are selected.

Forty-two per cent of the schools offer formal journalism courses. Eleven per cent require journalism of staff members. Of those schools teaching journalism, only 3.3 per cent offer the subject in any one of the four high school years. Some schools limit their offering to one school year. The most frequent arrangement is an offering in grades eleven and/or twelve.

Journalism Clubs are sponsored by twenty per cent of the schools. Fifty-four per cent of the schools make journalism awards. The most frequent award is the activity pin. Next, in degree of popularity, is the activity letter.

Enrollment in surveyed schools, ranges from 15 to 1150. The average enrollment per staff member, in national winner schools, is 19.9; in the immediate area the average enrollment per staff member, is 6.36.

Press association memberships vary widely between the two primary categories of schools. National winners



all belong to at least one press association, 66 per cent belong to two, and 13 per cent belong to three or more; all have won contest awards in national competition. Contrast that with the immediate area record. Eighty per cent belong to one press association, none belong to more than one; twenty per cent have won contest awards in state competition.

Slightly more than 75 per cent of the school papers charge a subscription fee. The others distribute their newspapers free of charge. The average cost to students when a charge is made, is \$.57 per year, and to non-students, the rate is \$.73.

Over half of the papers carry no advertising. Of those accepting ads, some use a calculated rate while others have an arbitrary rate schedule. Calculated rates average \$.61 per column inch; arbitrary rates average \$.91.

Fewer than half of the school newspapers are self supporting. Of those requiring outside financial assistance, the greater number receive help from a school fund, district fund, or student activities ticket. Other less favored sources of revenue are: a student activities fund, yearbook fund, or a school carnival.

Fewer than three-quarters of the newspapers have adequate supplies of lettering guides. Eighty-five per



cent have mimeoscopes. In no single category, are the newspapers in possession of complete physical equipment. Generally speaking, there are a greater percentage of satisfied users of ink and stencil duplicators than any other type.

An important revelation, was the relationship of particular news coverage to the success of the School-Community relations program. National winner schools find that the inclusion of community news doubles their chances for a successful program. The immediate area newspapers experience the same results when they include news of the grade school.

No category has set up its objectives in compliance with those favored by authorities on the subject. The national winner category more nearly met the accepted standards. Immediate area papers rank the "molding of public opinion" objective in last place, even though they admit sponsorship of such a program.

#### Recommendations

From the data obtained in this survey, indications are that candidates for teacher's certificates should have at least one college course in journalism. No specific information is immediately obtainable, as to the



actual percentage of high school teachers who become advisers. In any event, if the teacher should be named to advise the high school newspaper, he will be enabled to enter upon his duties, secure in the knowledge that he knows what he is doing.

Journalism serves a prospective teacher in other ways. A Chemistry teacher can, for instance, by being able to write stories for newspapers, bring public attention to the accomplishments of his department. Few individuals get to positions of importance without the help of publicity. A course in journalism provides, at least, the fundamentals.

Advisers are concerning themselves with too much detail work; the probable result of allowing only upper classmen to serve in upper staff positions. By the time they have been sufficiently trained to take over their duties, they are lost by graduation. Properly trained personnel can, and are anxious to accept responsibility, thus freeing the advisers to do what they were appointed to do - advise.

Table II, on page 19, shows that advisers throughout the nation, have only one accomplishment insofar as the delegation of duties is concerned; they have delegated the authority to operate the duplicating machine.



The staff members can feel "professional" only when they have become acquainted with newspapers, their creation, and the other technicalities of journalism. Professionalism can best be acquired through a course in journalism. This poses a serious problem in that only twenty-five per cent have either previous experience or journalism training.

Experience, although rated by advisers as the most desirable qualification, is not the best teacher. Several newspapers were received from advisers who also returned checklists. In one instance, an adviser who claimed three years of experience, had allowed a front page whereon the main story, complete with a banner headline, occupied the extreme left hand column. It would seem that several years of experience are required to equal a one semester college journalism course.

Although it would appear that Spring is the most logical time to organize the staff, experience proves otherwise. Fall organization is the most satisfactory. Mid term formation is least desirable of all.

It is the writer's belief, and that belief seems to be supported by Table VIII, page 29, that the staff should serve for one full year at each reorganization. This does not mean that the entire staff is replaced



at the beginning of each newspaper year. Staff changes, more frequent than once a year, are not recommended if a good newspaper is the desired end.

A large staff, and its supervision, requires entirely too much of the adviser's time. A small staff demands too much from each individual. The size of the staff should be determined by necessity and should be no larger than efficiency demands.

The real value of Journalism Clubs is in doubt. Twenty per cent of the schools sponsor them, eighty per cent get along without any such organizations. Without a doubt, when properly conducted meetings are held, they contribute a share toward ultimate newspaper success.

Recognition, by the school, for participation in journalism, is given in 54 per cent of the instances. Pins are the most common, being given in twice as many schools as are letters. Some tangible reward should probably be given.

Too many schools seek to publish newspapers of eight pages or more when one of four or six pages would be more within their limits. A smaller number of pages, with a better quality of newswriting, make up, typography,



and general tone, should prove more satisfactory in the final analysis. There are too many newspapers published, with such poor typography, as to be almost impossible to read.

The editors should understand that they are the coordinators of the entire production. They must design a layout that will invite the eye of the reader. The best written article or news story may never be read if it is buried in the paper or made unattractive.

The newspaper should, all the way through, be the result of teamwork, and the importance of that teamwork should be thoroughly understood by each member of the staff. The editor, or editors, must get every one on the staff to recognize that fact. The newswriters must be made to realize that, upon their shoulders, rests the responsibility for presenting the news in the most interesting and acceptable manner.

The typists must be aware of the fact that, no matter how well the story may be written, and no matter how skilfully the newspaper has been laid out, the entire effect is lost unless the final print is readable. Typists must use the utmost care in typing the stencil, in order to achieve inviting neatness and legibility.



The last step, in newspaper production, is the actual mimeography. All previous work, no matter how perfect, can go for nothing if the operator of the duplicator fails in his job. If he runs the machine too fast, a weak copy will be the result. Too slow operation produces a "wavy" copy.

If ink is allowed to accumulate on the impression roller, it will be transferred to the back of the page being printed, and that page, in turn, will appear smudged. Impression rollers, when left in contact with the cylinder, become flattened on one side, and cause alternately heavy and light printing. Printing, poorly centered or spaced on the page, is not inviting.

Each one, on the staff, has a definite job to do, and each one must realize the importance of his job. Probably no job is more important than any other, but certainly no one can accomplish good final results if any other one fails.

When a newspaper is first contemplated for a school, three questions must be answered. The first question is: "What do we have to work with?" The second is: "What do we want to do?", and the third: "How do we want to do it?" (p. 278, 22) Each question must be



answered, preferably by means of a staff meeting where the problem is discussed.

Questions two and three; what is to be done, and how is it to be accomplished, are very closely linked together. Once the answers are determined, the policy of the newspaper can be formally stated. This statement of policy should appear in the newspaper; either as a portion of the "flag" or in the "masthead". One good example, from a high school newspaper masthead, follows:

Published bi-weekly by the  
members of the Journalism  
Class at Litchfield High  
School, Litchfield Park,  
Ariz. in order to promote  
and unify school spirit and  
to inform the parents and  
members of the community,  
of the activities, the con-  
duct, and the management  
of the school (4).

Human beings, constituted as they are, require constant repetition in order to put "mottos" into practice. It would be sensible then, every time the staff meets, to examine the previous issue of the paper to see if the objectives have been realized.

If a school newspaper is correctly handled, it should, in addition to presenting the news as such, serve two main purposes. The first is to inform the parent and the second is to arouse some school interest in the student.



Immediately, the purpose is to interest and stimulate the parent, but the major effort, because of the medium, must be directed to developing in the children themselves, a point of view and an interest that will help make the problem of public relations easier for those who follow (p. 54, 9).

Arhaud (2) found, in a survey taken of Montana schools in 1952, that most had successful public relations.

In most schools it (the school newspaper) has been an organ with a very definite function, and its value in the field of public relations is great (p. 6, 2).

Arhaud goes on to say:

It seems to be the prevalent opinion that the school newspaper is an effective public relations device in the small schools of Montana (p. 38, 2).

School administrators and advisers often are of the opinion that the public cares little for the affairs of the school. The public is interested, but as a rule, knows little of the functions and accomplishments of its schools. Olson (12) made a survey of economic groups, and found that a large percentage claimed that they didn't know as much about the schools as they would



have liked. He asked several persons, "Do you think the public knows as much about the schools as they should know?" The answers follow (p. 41, 12):

Below \$1,000 income	No	100 per cent
\$1,000-\$2,000 "	No	99 per cent
\$2,000-\$3,000 "	No	88 per cent
\$3,000-\$4,000 "	No	100 per cent
\$4,000-\$5,000 "	No	88 per cent
Over \$5,000 "	No	99 per cent
Reside in town	No	97 per cent
Reside on farm	No	89 per cent

Advertising, in school newspapers, should be worth more than it costs the advertiser. If it isn't, the advertising probably shouldn't have been solicited in the first place. Too often, schools place themselves in the "beggar" class, by soliciting advertising from merchants who don't want the space but who buy because they fear public sentiment. They can see little value in an ad in the local school newspaper. When school newspaper advertising is examined, the prevailing attitude is not to be wondered at. Uninteresting, tombstoned, and almost illegible advertisements occur altogether too frequently.

Very often, school newspapers are not honest with their advertisers. In addition to poorly prepared advertisements, the deadline is not respected. The writer had occasion to pick up a school newspaper containing



Christmas advertising and Christmas greetings. The ads were nicely done but the paper was delivered to the subscribers on January 14.

Advisers, in some schools, are following a dangerous course when they handle newspaper funds without any accounting to the school administration. Table III, page 22, shows that over twenty per cent handle money in this haphazard fashion. Legally, the money so involved, is classified as a public fund, and the handling of it is the exercise of a public trust. Serious consequences could result, in the event someone charged the adviser with misappropriation of funds.

The actual calculation of subscription and advertising rates should be a matter for the consideration of the entire staff. The calculations form a portion of the training received from participation in high school journalism. All costs must be calculated. The total cost, less the revenue from subscriptions, will be the amount to be raised by the sale of advertising space. This sum divided by the number of column inches available for advertising, will provide the base rate per column inch.

Struckman (21) says in effect,



Even though the school donates the stencils and paper, the newspaper should make a full budget. The newspaper should "pay" for the supplies even though the school makes a gift of the money. That is, even though the actual payment is merely a book transfer of funds.

Every school newspaper should make a budget and operate within the terms of the budget. Once the budget has been made, the rate for advertising may be calculated (p. 25, 21).

Immediate area newspapers, generally speaking, are second best in most respects, when compared to national winner publications. This situation is to be expected in most instances. However, many things could be done to enable the local newspapers to compete on a more even footing.

Staff training, in the immediate area, is not as common as it is among the national winners. That situation could be remedied. If it is not possible to offer a journalism course, a membership in any good high school press association will bring the association's publication. These periodicals (13)(17)(18) are, in reality, a cumulative course in journalism.



Journalism Clubs, press association membership, and proper recognition for work done, have a tendency to impart, to staff members, a "professional" feeling. This, in turn, reflects in the type of work turned out by the staff. The winning of contest awards, and the betterment of the newspaper as a result, is directly connected with such "professionalism".

A few dollars spent on physical equipment, would be a paying investment. How administrators expect good results when, for example, only 75 per cent have mimeoscopes and only 58 per cent have an adequate supply of lettering guides (Table XX, page 51), is beyond the understanding of the writer.

It is quite evident that the average adviser of the average immediate area newspaper, is going to have to adopt some new objectives more in keeping with those discussed in all journalism texts. The success of the extremely important school-community relations program, hinges on the effectiveness of the newspaper. A newspaper will be as effective as the adviser and the staff make it, and in order for it to be at its maximum, the adviser and the staff must work toward the realization of proven objectives.



The immediate area newspaper has come a long way since Michaelson (10) first reported on it in 1928. Many factors have changed, some have disappeared, and some have been reversed. In 1928, the printed newspaper was the most numerous. Now the printed newspaper has, largely due to increased costs, given way to the mimeographed newspaper. The latter have been improved considerably in the past ten or fifteen years, but have a long way to go before they reach a stage of perfection.



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APPENDIX



P. O. Box 1424  
Grand Forks, N. Dak.  
January 17, 1953

Dear Adviser:

My primary purpose, in sending this check list to you, is to gather information upon which to base a Thesis for a Master's Degree in Education, which I am about to write under the direction of Dr. A. L. Gray, at the University of North Dakota.

My secondary objective is to serve as a clearing house for any information I may receive - and to pass that information on to those who can make good use of it. Advisers of high school newspapers discover many remarkable and useful short cuts and devices. If you have any pet ideas, feel free to write them down on the back of the last sheet. If you have any problems which, you feel, might need airing, include them as well. All results will be kept in strict confidence and nothing will be released on an individual basis.

There is a space on the last sheet for your name and address. If you would care for the results of this survey, please indicate where you would like it sent. If you would rather not sign your name, that is all right.

I realize that your time is well occupied and that this is an imposition of sorts. However, I believe that a study of this kind is needed and that you will benefit from participating. Please accept my thanks, in advance, for the help I know you will give in the interests of better high school journalism.

Yours truly,

Earl A. Mc Kay



Check List on the  
High School Mimeographed  
Newspaper

Name of your newspaper\_\_\_\_\_

City\_\_\_\_\_County\_\_\_\_\_State\_\_\_\_\_

Section One  
The Publication

Number of issues during school year\_\_\_\_\_Number of copies per issues  
\_\_\_\_\_Number of copies to "trade area"\_\_\_\_\_Number to school library  
\_\_\_\_\_Number retained in permanent file\_\_\_\_\_Do you have access to a  
complete file of your newspaper?\_\_\_\_\_

How many years has your school had a mimeographed newspaper?\_\_\_\_\_  
Do you carry grade school news?\_\_\_\_\_Community news?\_\_\_\_\_Have you  
used your paper to improve school-community relations?\_\_\_\_\_How  
would you rate your success? good\_fair\_poor\_\_\_\_\_What is the brand  
name of your duplicating machine?\_\_\_\_\_How old is it?\_\_\_\_\_  
Is it satisfactory?\_\_\_\_\_Do you have a mimeoscope?\_\_\_\_\_Have you an  
adequate supply of guides in proper type faces?\_\_\_\_\_What brand name  
stencil do you prefer?\_\_\_\_\_

To what high school press associations do you belong?\_\_\_\_\_  
\_\_\_\_\_Has your paper received any contest awards?  
\_\_\_\_\_What award?\_\_\_\_\_What year? 19\_\_\_\_

What is your subscription rate to students?\_\_\_\_\_per year. What to  
subscribers outside the school?\_\_\_\_\_per year. Do you actually cal-  
culate your advertising rate?\_\_\_\_\_If so, what is it?\_\_\_\_\_per column  
inch. Do you charge an arbitrary amount? If so, what is the amount?  
\_\_\_\_\_per column inch. Please name your two most regular advertisers.

1.\_\_\_\_\_Type of business\_\_\_\_\_

2.\_\_\_\_\_Type of business\_\_\_\_\_

Please indicate the degree of self support of your paper--100%\_\_\_\_\_  
75%\_\_\_\_50%\_\_\_\_Less than 50%\_\_\_\_If there is a deficit, how is the  
difference made up?\_\_\_\_\_

Will you please check the following major purposes of your paper and  
rate your choice 1, 2, 3, etc. in order of their importance in your  
school. It is hoped that you will be able to check all. If that is  
not possible, please check at least five.

- |   |  |
|---|--|
| <input type="checkbox"/> a laboratory for the<br>English department     | <input type="checkbox"/> to encourage desirable school<br>enterprises    |
| <input type="checkbox"/> to unify the school                            | <input type="checkbox"/> to foster school spirit                         |
| <input type="checkbox"/> to mold and influence<br>public opinion        | <input type="checkbox"/> to foster cordial relations<br>between schools  |
| <input type="checkbox"/> to give authentic news<br>of school activities | <input type="checkbox"/> to afford an opportunity for<br>self expression |
| <input type="checkbox"/> to record the history<br>of the school         | <input type="checkbox"/> for the expression of student<br>opinion        |
| <input type="checkbox"/> to advertise the school                        | <input type="checkbox"/> a Journalism project                            |

(Balance of questions on next page)



☐ to encourage scholarship ☐ other, please specify  
☐ a medium for school announcements \_\_\_\_\_

Section two  
The Staff

Number of pupils in high school \_\_\_\_\_ Number on staff \_\_\_\_\_ Do you offer a course in Journalism? \_\_\_\_\_ If so, in what year? \_\_\_\_\_ Do you require staff members to have completed a course in Journalism?

Are staff members elected? \_\_\_\_\_ appointed? \_\_\_\_\_ Is the Editor elected? \_\_\_\_\_ appointed? \_\_\_\_\_ Do you have a Journalism Club? \_\_\_\_\_ Do you make any journalism letter awards? \_\_\_\_\_ pins? \_\_\_\_\_

Please indicate the number of the following on your staff: (\_\_\_\_) Editor in chief (\_\_\_\_) Assistant Editor (\_\_\_\_) Associate Editor (\_\_\_\_) Newswriters Is your staff organized in the Fall (\_\_\_\_) Winter (\_\_\_\_) Spring (\_\_\_\_) Does the staff serve (\_\_\_\_) full year (\_\_\_\_) semester (\_\_\_\_) change more often. Do you make a practice of filling the post of Editor from the ranks of the underclassmen \_\_\_\_\_.

Section Three  
The Adviser

HOW SELECTED: Please check

<input type="checkbox"/> Selected by the administration	<input type="checkbox"/> Elected by students
<input type="checkbox"/> Elected by staff	<input type="checkbox"/> Chosen from faculty on basis of experience
<input type="checkbox"/> Other, please specify _____	

DUTIES: Please check

<input type="checkbox"/> Supervise all production	<input type="checkbox"/> Edit copy
<input type="checkbox"/> Staff training	<input type="checkbox"/> Make up paper
<input type="checkbox"/> Attend conventions	<input type="checkbox"/> Write some copy
<input type="checkbox"/> Proof read	<input type="checkbox"/> Write heads
<input type="checkbox"/> Do stencil work	<input type="checkbox"/> Watch gossip columns
<input type="checkbox"/> Other duties, please specify* _____	

POWERS: Please check

<input type="checkbox"/> Approve or reject staff appointments	<input type="checkbox"/> Remove staff members
<input type="checkbox"/> Censorship	<input type="checkbox"/> Guiding paper policy
<input type="checkbox"/> Purchase of supplies and equipment without requisition	<input type="checkbox"/> Handling of newspaper funds without any required accounting to the school administration
<input type="checkbox"/> Other, please specify _____	

Please rate the following adviser qualifications. Place a number one before that which you think the most important; a number two before the next and so on.

<input type="checkbox"/> Previous experience	<input type="checkbox"/> Management ability	<input type="checkbox"/> Literary ability
<input type="checkbox"/> Newspaper experience	<input type="checkbox"/> Popularity with students	<input type="checkbox"/> Journalism course in college
<input type="checkbox"/> Other, please specify _____		

For how many years have you advised your present paper? \_\_\_\_\_ How many years experience have you had altogether in advising high school mimeographed paper? \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_